

A SURVEY OF POLICIES AND PRACTICES HANDBOOK FOR
INDIVIDUAL ELEMENTARY SCHOOLS WITHIN THE
JOINT COUNTY IOWA SCHOOL DISTRICTS

A Field Report
Presented to
the School of Graduate Studies
Drake University

In Partial Fulfillment
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Master of Science in Education

by
Mary Susan Halberstadt

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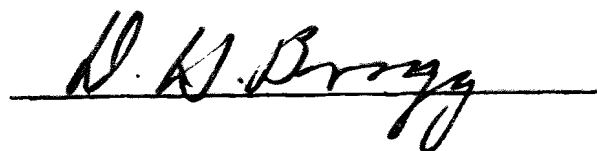
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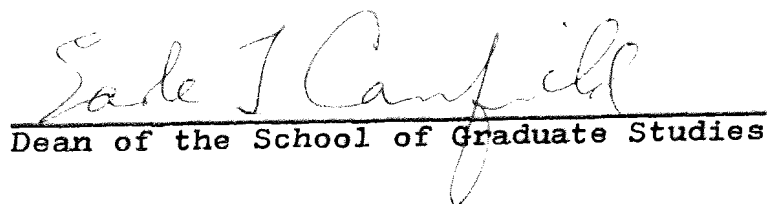
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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	3
Statement of problem	3
Importance of study	3
The Procedure	6
Definitions of Terms Used	7
II. REVIEW OF LITERATURE	8
III. RESEARCH DATA	13
IV. SUMMARY AND CONCLUSIONS	26
Conclusions	27
BIBLIOGRAPHY	29
APPENDIX	33

CHAPTER I

INTRODUCTION

Civilization is on the move and society is ever changing. Many of the factors producing change affect education and in turn are influenced by it. Population explosion and urban renewal, automation, and scientific discovery and invention have all left deep imprints on education and may be expected to continue to do so. The rediscovery of liberal education, increased leisure time, the cold war, earlier maturity of children, and the findings of research in child development and learning will each continue to play an influential role in shaping our educational program.

As education changes, supervision also will change. Individuals serving in supervisory roles in the schools of the future will have at their command many new instructional techniques and procedures. Continuous curriculum development will be one of the most important supervisory tasks, as patterns of cultural change evolve in the world community.

The educational enterprise has grown increasingly complex during this century. The demands made upon the administrators have been increased with this growth in complexity. The problem has been stated in this way:

Education itself has become a vast and complex undertaking, demanding in its operation a great body of specialized skills, knowledges, and understandings

which are beyond the experience and in some cases the comprehension of the ordinary citizen and even many board members. And during the past century, as a consequence of these changes in the scope and character of the educational enterprise, the board of education has been compelled to create as its agent the professional school administrator.¹

Since supervision has for its purpose the improvement of instruction and since curriculum development is a most important facet of in-service education, all three--supervision, curriculum development, in-service education--are inextricably united. In-service education involves, by and large, groups of people and, therefore, is most demanding of the skills of administration and supervision.

Both Stoops and Johnson agreed there is a direct relationship between the stimulus given by the principal and the desire on the part of a teacher to improve his teaching. They further stated that teachers must be "made ready" for in-service training and that it must have meaning and importance, if they are to participate with their minds and wills.² Mason agreed that "lack of time is one of the greatest frustrations to an administrator who tries to develop an effective in-service program."³

¹Cooperative Program in Educational Administration, Decision-Making and American Values in School Administration, CPEA Series (New York: Teachers College, Columbia University, 1954), p. 4.

²Emery Stoops and Russell E. Johnson, Elementary School Administration. (New York: McGraw-Hill Book Company, 1967), p. 388.

³Barbara T. Mason, "The Principal's Role in In-Service Education," The National Elementary Principal, Vol. 41, No. 5 (February, 1962), 22.

I. THE PROBLEM

Statement of the problem. The purpose of the study was to conduct a survey of public elementary school administrators in the Joint County School District (those counties being Cedar, Johnson, Linn, and Washington) to help determine some of the problems facing the schools of that area in regard to orientation, as to practices of elementary handbooks, rules and regulations of the Cedar Rapids, Iowa, System, and specifically apply to the Hoover School, and to be included in a handbook for their use and benefit. The handbook will furnish for the teachers at Hoover School, Cedar Rapids, Iowa, current and specific information pertaining to the goals and purposes of the school, its organization, and the duties and responsibilities of its teachers.

Importance of the study. Confusion will result if there is no clear policy in the schools as there may be different purposes held by teachers in adjoining rooms. Many of the rules and regulations that apply to teachers and administrators are reproduced in faculty handbooks. In the handbook the rules and regulations should state who will make the decisions on what subjects and how they will be made. There should, of course, always be some leeway for individual initiative and originality, both within certain bounds.

Organization is a function of administration. It is not a special part of the job that is handled only when

troubles arise. It is a process, not a project. The size of the school systems changes; purposes are added; maladjustments in the communications system become evident. If organization is considered sporadically, there will be a time lapse, often of years, wherein the organization in the school remains inadequate.

The function of organization has a tendency to be ignored. Its effects are most subtle when, for example, failure to attend to budgeting. To guard against this possibility, the mechanics for reviewing the organization should be built into the administrative organization. One method for doing this is to use an administrative council. Here administrators can report on progress in various job functions. Some meetings can be devoted to critical analyses of the organizational structure.

Whatever the specific techniques, the important point is that all should be built into the existing structure in a way that reduces the possibility of their being ignored.

For teachers to develop the security necessary for high morale, knowledge is needed. Teachers need to know board policies, community mores, school traditions, and routine ways of doing things. Many schools have developed orientation programs for teachers new to the system in order to systematize the furnishing of needed information. Handbooks of regulations are provided in many cities and counties. Spain, Drummond, and Goodlad stated that "as

teachers learn more about what is expected of them and as they understand the 'rules of the game', morale improves."¹

Carefully formulated plans for teaching tend to insure a better selection and organization of materials of instruction, a greater economy of time and the use of more effective methods. Good planning is one of the most important factors in producing desirable changes in the thought and behavior patterns of pupils. The significance of teaching lies in its potential power to effect these changes.

Children in a new grade may be uncertain of what is expected of them, and many elements in the new situation may be unfamiliar to them. Many adjustments must be made by teachers and pupils in the first days of a school year. The teacher faces the problem of helping children establish satisfying personal relationships with her and with each other as new groups are formed for work and play.

In the initial stages of her work, the teacher, by careful planning, can help to minimize any feeling of insecurity and frustration which may occur in the first days of a course of activity. It is very important to create a favorable first impression of the work in the course among the pupils. For the beginning teacher or the teacher in a new school, the need for pre-planning is especially important.

¹Charles R. Spain, Harold D. Drummond, and John I. Goodlad, Educational Leadership and the Elementary School Principal. (New York: Rinehart and Company, Inc., 1956), p. 71.

II. THE PROCEDURE

First, the researcher reviewed the pertinent literature of two university libraries for the views of authorities in the field. As a result of this review, a questionnaire was devised and sent to pre-determined administrators as a source of information in regard to the way the Joint County School District assembles a useful and servicable handbook. The administrators to whom the questionnaire was sent were determined in this fashion: (1) a list of all the elementary schools and their enrollments for the school year 1969-1970 was obtained from the Joint County School District; and (2) to attain a realistic situation similar to Hoover School, the researcher sent out a questionnaire to the administrators whose schools had an approximate enrollment of between 400 and 600 and fell into the same economic level.

As a good first hand source of information, with the cooperation of the Hoover School principal, the investigator interviewed the principal. As another source of primary information, the investigator obtained handbooks from different elementary school systems within the Joint County School District.

So many books are concerned with school administration, but few deal with the handbook. Using the questionnaire, the investigator asked administrators from the Joint County School District, as well as the principal from Hoover School, to check those items most pertinent and those they would like to

see in the handbook and as to whether they are included in their handbook. From the principal at Hoover School the researcher got many suggestions, books, bulletins, and names of persons to interview or call for information. In surveying other joint county school districts in Iowa on the elementary level, and using them as a guide, the investigator formulated one for Hoover School.

The investigator will present the completed handbook to the faculty through the use of in-service meetings. The opinions and research data will be carefully analyzed, arranged or grouped to determine the direction and the usefulness of the information gathered in research and opinion as it pertains to this particular system and will be presented in concise form in the nature of a handbook for the teachers of Hoover School, Cedar Rapids, Iowa.

It is the purpose of this study to indicate our needs for better and more complete handbooks for the instruction for the new or beginning teacher in Hoover School. It is hoped to point out the needs, the good points and bad points, and to reach a fair, accurate, and reasonable conclusion in regard to the research performed.

III. DEFINITIONS OF TERMS USED

A handbook. Throughout the report of this investigation, the term "handbook" shall be interpreted as meaning a book of directions and information for teachers.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written in regard to school administration, but little pertaining to the handbook as an integral part of a properly functioning school system.

Griffiths stated that "if a good staff is able to work reasonably well in a seemingly awkward structure, it would do an even better job after some organizational improvements have been made."¹ He further stated that "if this sound structure is not functioning properly because of the staff members involved, a less adequate organization would further hamper the situation."²

A school cannot exceed the restrictions placed upon it by the popular understanding of its function. A low degree of public confidence and understanding will limit the effectiveness of the school. The educational function is so complex that it can only be carried out through a number of institutions, agencies, and activities. Cooperation, coordination, and unification of educational and social agencies are essential activities of any school.

¹Daniel E. Griffiths and others, Organizing Schools For Effective Education. (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1962), p. 10.

²Ibid., p. 12.

Roe stated that "an effective organization will emphasize and constantly utilize in proper balance the four constituent elements of administrative activities: (a) planning, (b) execution, (c) appraisal, and (d) interpretation."¹ He went on to say that "persons affected by policies, both within and outside the organizational structure, should have a part in shaping those policies."²

The prominence of a school will be measured by the kind of job it does and by the achievements of its personnel as they work individually and cooperatively. To achieve excellence, staff members must be allowed to avail themselves of opportunities to make significant contributions, locally, nationally, and internationally.

A school organization should have enough flexibility and adaptability to handle newly developing needs. Its structure, policies, and programs should be subject to continuous evaluation. However, there should be sufficient continuity of organization and program to provide the necessary feeling of security for both the staff and the public at large.

Just as participation breeds high morale, so also does responsibility. Teachers are happy and effective in those

¹William H. Roe, School Business Management. (New York: McGraw-Hill Book Company, Inc., 1961), p. 24.

²Ibid., p. 24.

schools in which they feel responsible for the total program, not just for their classroom; schools in which leadership responsibilities are shared, not usurped by the status leader; schools in which freedom with responsibility is provided every teacher to act within cooperatively developed policies; schools in which members of the staff feel responsible for attempting to influence the opinions of others and simultaneously for attempting to develop consensus which utilizes the best thinking of all members of the group. Responsibility develops concern for the welfare of the total organization, willingness to carry a fair share of the load, and high morale.

Experienced elementary school principals have discovered that there are many ways to develop high morale. Since conditions vary from school to school and from community to community, actions which will produce good morale in one instance may not be suitable in another. The following suggestions, modified as necessary to fit existing conditions, are given by Spain as good guidelines for action:

1. Make sure that you regard yourself as a co-worker with teachers. Make sure that they have a responsible share in decision making.
2. Help the group recognize and praise the contributions of individual members.
3. Encourage experimentation and provide continuing support to teachers who are interested in trying new ways of teaching.
4. Plan with the staff any changes which are made. If you have to prior to staff discussion, be sure to explain your action

- at the first opportunity and seek discussion of the action. Establish school-wide policies whenever possible.
5. Strive for consensus rather than relying upon a simple majority vote especially in matters involving policy.
 6. Make sure that teachers know what they need to know in order to do an effective job. Plan carefully for the orientation of new teachers. Keep the staff informed concerning actions of the board of education.
 7. Be sure that each teacher receives recognition for group work.
 8. Maintain a permissive climate within the building, but attempt to make the total situation compelling for the individual.
 9. Attempt to maintain a calm, kind, helpful, and friendly mien at all times, but don't 'throw in the towel' if you slip occasionally. Principals are (and should be) human, too!
 10. Listen much of the time. Others want someone to talk to--even you do.¹ Be a good listener for members of your staff.

The teacher should obtain, prior to the beginning of the school term, as a basis for intelligent pre-planning, all available information concerning her pupils, the school, the local community, and the duties expected of her.

Although the duties of the new teacher are her responsibility, the administrative and supervisory officials in many schools utilize numerous materials to familiarize new teachers with their duties. Husbands listed some materials which could be utilized in acquainting new teachers with their responsibilities:

¹Charles R. Spain, Harold D. Drummond, and John I. Goodlad, Educational Leadership and the Elementary School Principal. (New York: Rinehart and Company, Inc., 1956), p. 74.

1. Administrative guide or handbook on personnel policy.
2. General curricula guides and course of study.
3. Teacher's manual.
4. General instructional guides.
5. Special bulletins to teachers containing suggestions for teaching various subjects.
6. Reports of special studies of pupils made by the school.
7. School record of pupils, including diagnostic test scores, scholastic test scores, I.Q. scores as well as comments made by previous teachers.
8. Pupil handbooks.
9. Descriptive materials available in the local community.¹

It is quite obvious that books can be written on any subject concerning a teacher, new or old, in regard to her responsibilities in the school system. In this particular study the researcher has chosen a subject of the teachers' manual, its compilation, its responsibilities, and its use.

¹Kenneth L. Husbands, Teaching Elementary School Subjects. (New York: The Ronald Press Company, 1961), pp. 415-18.

CHAPTER III

RESEARCH DATA

When reviewing professional books and journals pertaining to school administration, the researcher found little literature relating to the handbook. When the handbook was mentioned, only an occasional sentence appeared. All references were to handbooks generally, none to the handbook for elementary schools.

Letters, with a questionnaire, were sent to twenty-nine pre-determined elementary school administrators within the Joint County School District asking cooperation in the survey of handbooks. There were replies from twenty-three elementary school administrators. However, only eight schools had handbooks to send. Some of the handbooks were useful. A copy of the letters and questionnaire sent to the elementary administrators can be found in the Appendix.

Henceforth, the compilation of responses will be reported for each item in the questionnaire, with the responses summarized at the end of this chapter.

As to the compiler of local handbooks respondents reported:

<u>Compiler</u>	<u>Number Reporting</u>
Teachers	2
Administrators	15
Both	6

Concerning the period for revision of handbooks, the responses were as follows:

<u>Revision</u>	<u>Number Reporting</u>
Every month	0
Every year	13
Every few years	10

As to whether handbooks were for elementary purposes or general purposes, respondents reported:

<u>Purposes</u>	<u>Number Reporting</u>
Elementary	20
General	3

Concerning whether handbooks were for districts or buildings, the principals indicated:

<u>Handbooks</u>	<u>Number Reporting</u>
District	20
Building	3

Regarding who had the responsibility for taking charge and updating the cumulative folders, the principals indicated:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	9
Of building administrator	6
Of both	8

As to the responsibility for taking charge of plan books and grade books, respondents reported:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	21
Of building administrator	2

Concerning who had the responsibility for reporting to parents regarding a child's progress, the responses were as follows:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	19
Of building administrator	0
Of both	4

Regarding who had the responsibility to see that proper discipline is enforced, the principals indicated:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	3
Of building administrator	0
Of both	20

As to who had the responsibility for reporting and recording attendance, respondents reported:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	11
Of building administrator	3
Of both	9

Concerning who had the responsibility for obtaining substitute teachers, the responses were as follows:

<u>Responsibility</u>	<u>Number Reporting</u>
Of district	5
Of building administrator	15
Of both	3

Regarding who had the responsibility to have certain information available for the substitute teachers, the principals indicated:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	11
Of building administrator	2
Of both	10

As to the responsibility to inform parents of illness or accidents to children, respondents reported:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	0
Of building administrator	5
Of both	13
Of nurse	5

Concerning who had the responsibility to take charge of the secretarial and teacher's aide services, the responses were as follows:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	0
Of building administrator	20
Of both	3

Regarding who had the responsibility for the fire evacuation plan, the principals indicated:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	0
Of building administrator	20
Of both	3

As to who had the responsibility for tornado drills, respondents reported:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	0
Of building administrator	20
Of both	3

Concerning who had the responsibility as to the effects of weather on playground activity, the responses were as follows:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	2
Of building administrator	14
Of both	7

Regarding who had the responsibility to be in charge of para-professionals, the principals indicated:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	2
Of building administrator	18
Of both	1
None being used	2

As to who had the responsibility to be in charge of aides, respondents reported:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	3
Of building administrator	14
None being used	6

Concerning who had the responsibility to be in charge of mini-teachers, the responses were as follows:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	6
Of building administrator	12
Of both	2
None being used	3

Regarding who had the responsibility to be in charge of the Joint County services, the principals indicated:

<u>Responsibility</u>	<u>Number Reporting</u>
Of teacher	0
Of building administrator	15
Of both	6
Of librarian	2

As to length of school day being mentioned in the contents of handbooks, respondents reported:

<u>Length of School Day</u>	<u>Number Reporting</u>
Yes	19
No	4

Concerning general supervision being mentioned in the contents of handbooks, the responses were as follows:

<u>General Supervision</u>	<u>Number Reporting</u>
Yes	20
No	3

Regarding teacher's absence being mentioned within the contents of handbooks, the principals indicated:

<u>Teacher's Absence</u>	<u>Number Reporting</u>
Yes	20
No	3

As to teachers' meetings being mentioned within the contents of handbooks, respondents reported:

<u>Teachers' Meetings</u>	<u>Number Reporting</u>
Yes	17
No	6

Concerning accounting of money received being mentioned within the contents of handbooks, the responses were as follows:

<u>Accounting of Money</u>	<u>Number Reporting</u>
Yes	14
No	9

Regarding homework for students being mentioned within the contents of handbooks, the principals indicated:

<u>Homework for Students</u>	<u>Number Reporting</u>
Yes	18
No	5

As to classroom monitors (upper elementary students who help during the noon hour) being mentioned within the contents of handbooks, respondents reported:

<u>Classroom Monitors</u>	<u>Number Reporting</u>
Yes	1
No	22

Concerning textbooks and library books for specific grades being mentioned within the contents of handbooks, the responses were as follows:

<u>Textbook and Library Books</u>	<u>Number Reporting</u>
Yes	6
No	17

Regarding any mention of dismissal of children within the contents of handbooks, the principals indicated:

<u>Dismissal of Children</u>	<u>Number Reporting</u>
Yes	19
No	4

As to an evaluation of the administrator's handbook for their building or area, the principals indicated:

<u>Evaluation</u>	<u>Number Reporting</u>
Excellent	4
Good	4
Fair	13
No response given	2

Concerning the questionnaire's fairly representing the present school handbook within the administrator's building, the responses were as follows:

<u>Questionnaire</u>	<u>Number Reporting</u>
Yes	7
No	7
No response given	9

I. SUMMARY

Administrators compiled most of the handbooks. In over half the schools, handbook revision was done every year. Handbooks were for elementary rather than general purposes, and for districts, rather than buildings, in most cases.

The responsibility for updating the cumulative folders was the teacher's more often than the building administrator's, but the responsibility was shared in a number of responding schools. The teacher in almost all schools had the responsibility for taking charge of plan and grade books and for reporting children's progress to the parent.

Administrators shared the responsibility with the teachers in most cases when seeing that proper discipline was enforced or when reporting and recording attendance. However, it was the administrator's responsibility to obtain substitute teachers rather than the district's, but it was both the teacher's and administrator's responsibility to have certain information available for the substitute teacher.

When informing parents of illness or accidents to children, it was a shared responsibility by both the teacher and building administrator, and in a few cases, the nurse was involved.

In almost all cases, administrators took charge of secretarial and teacher's aide services, were responsible for the fire evacuation plan, tornado drills, and the effects of weather on playground activity. However, the latter responsibility was shared by both teacher and administrator in some cases.

The responsibility for being in charge of para-professionals, aides, and mini-teachers was the administrator's

more often than the teacher's. However, several principals indicated that their schools had no person of these classifications at the present time. The building administrator was responsible for the Joint County services, with the help of teachers and librarians in a few instances.

Administrators had mentioned, in all but a few instances, that their own handbooks discussed length of school day, general supervision, teacher's absence, teachers' meetings, accounting of money, homework, and dismissal of children. Whereas, little or no mention was made of textbooks and library books, and classroom monitors were not included in the administrator's handbooks in all but one instance.

In over half of the returned questionnaires, the principals rated their own handbook as fair, a few rated theirs as being excellent or good, and several gave no response at all. As to the questionnaire's fairly representing the present school handbook within the administrator's building, over one-third gave no response, whereas the others were evenly divided between those feeling the questionnaire did, and those feeling it did not represent their present handbook.

Interviews with the Hoover School principal were very helpful in regard to the handbook format, the questionnaire, numerous problems that arose from time to time in obtaining references, and in discussing the overall problems, and giving sympathetic help and understanding.

In discussion with the principal, it was found that there were important items to be mentioned throughout the handbook that would pertain only to Hoover School.

The Hoover School practices of yearly revision of the handbook, of elementary purposes rather than general purposes contained within the handbook, as well as of the length of the school day, of the type of homework given, of the responsibility of plan and grade books, of reporting children's progress, of enforcing proper discipline and classroom management, of reporting and recording attendance, of information for substitute teachers, of informing parents of illness or accidents to children, of secretarial and teacher's aide services, of fire evacuation plan and tornado drills, and of the effects of weather on playground activity were in agreement with those reported by most questionnaire respondents.

Areas in which the Hoover School, Cedar Rapids, Iowa, handbook practices were different from those of other surveyed schools were the following: (1) the handbooks for the district rather than for the individual building; (2) mail distribution; (3) accounting of money received; (4) classroom monitors; (5) reading workbooks and tests; (6) custodial service; and (7) method by which substitute teachers were informed of their daily assignment.

The areas in which the rules and regulations of Hoover School were different from those of most reported

schools were the following: (1) responsibility for the teachers lounge and teachers' absence; (2) requirements of teachers involving Parent Teacher Council and teachers' meetings; (3) type of reporting on children's progress; (4) general supplies and audio visual aides; (5) transfer procedures; (6) textbooks, library books, and other main and supplementary reading texts, materials, and program; (7) bulletin boards and displays; (8) releasing and dismissal of children; (9) playground and apparatus; (10) requisitions; and (11) cumulative folders.

With all of the above in mind, the investigator compiled a handbook for the elementary teachers of Hoover School. The handbook appears in the Appendix.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of the study was to conduct a survey of public elementary school administrators in the Joint County School District (those counties being Cedar, Johnson, Linn, and Washington) that would help determine some of the problems facing the schools of that area in regard to orientation, the practices of elementary handbooks, rules and regulations of the Cedar Rapids, Iowa, System, and those specifically applying to the Hoover School, and included in a handbook for the school's use and benefit.

First, the researcher reviewed the pertinent literature of two university libraries for the views of authorities in the field. As a result of this review, a questionnaire was devised and sent to pre-determined administrators as a source of information in regard to the way the Joint County School District assembled a useful and servicable handbook. The administrators to whom the questionnaire was sent were determined in the following fashion: (1) a list of all the elementary schools and their enrollments for the school year 1969-1970 was obtained from the Joint County School District; and (2) to attain a realistic situation similar to Hoover School, the researcher sent out a questionnaire to the

administrators whose schools had an approximate enrollment of between 400 and 600 and fell into the same economic level as that of the Hoover School.

As a first hand source of information, the investigator interviewed the Hoover School principal. As another source of primary information, the investigator obtained handbooks from different elementary school systems within the Joint County School District.

Using the questionnaire, the investigator asked administrators from the Joint County School District, as well as the principal from Hoover School, to check those items most pertinent and those they would like to see in the handbook and as to whether specific items were included in their handbook.

From the principal at Hoover School, the researcher got many suggestions, books, bulletins, and names of persons to interview or call for information. In surveying other Joint County School Districts in Iowa on the elementary level, and using them as a guide, the investigator formulated one for Hoover School.

I. CONCLUSIONS

There is evidence of some problems facing schools in orientation in that over half the administrators considered their handbooks as only fair.

These problems probably come from important items omitted from the handbooks of a number of schools, items such as teachers' absence, teachers' meetings, accounting of money received, student homework, the mentioning of textbooks and library books for specific grades, and the dismissal of children.

As to handbook practices, administrators compiled most of the handbooks with revision done every year. Handbooks were usually for elementary grades and were written for districts rather than for buildings.

Areas of administrator, teacher, and shared responsibility were usually defined.

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APPENDIX

THE HANDBOOK

The first year of teaching brings with it a certain degree of anxiety. Basically, it is the fear of the unknown, of the untried. And it is also the realization that the responsibility for child growth and development has been entrusted to the teacher. The acceptance of this responsibility, the knowledge that in the teacher's hands may lie the destiny of individuals, may also be cause for anxiety. Parents have entrusted to the teacher their most prized possession. As educators the teachers will be watched carefully.

The purpose of the following handbook is to assist the beginning teacher, but it will not answer all questions. No handbook can do this. Its aim, however, is to offer to the new teacher suggestions that, it is hoped, will alleviate some anxieties and dispel clouds of doubt.

HOOVER ELEMENTARY SCHOOL

BUILDING POLICY

AND

GUIDELINES

TABLE OF CONTENTS

PART I OVERVIEW

Introduction	38
Responsibility and Task of School	39
Philosophy	40

PART II STAFF RESPONSIBILITY AND REGULATIONS

Length of School Day	41
General Supervision	41
Playground Supervision	41
Cafeteria Supervision	43
Teachers Lounge	44
Teacher Absence	45
Substitute Teachers	46
Information for Substitute Teachers	46
P.T.C. Meetings	47
Teachers' Meetings	47
Mail Box	48

PART III CLASSROOM ORGANIZATION

General	49
Cumulative Folders	49
Plan Books and Grade Books	50
Reporting and Recording Attendance	51
Homework	52
Room Appearance	52
Accounting of Money Received	53
Keeping Children After School	53

	37
Classroom Monitors	53
Reporting to Parents	54
Reading Workbooks and Tests	55
General Supplies	56
Transfer Procedures	56
Audio Visual	56
Discipline	57
Pupil Conduct	59
Use of Restrooms	59
Textbooks and Library Books	60
Reading Textbooks, Materials, and Programs	60
Bulletin Boards and Displays	61

PART IV GENERAL REGULATIONS

Releasing Children	63
Dismissal of Children	63
Playground and Apparatus	64
Illness or Accidents to Children	66
Effects of Weather on Playground Activity	66
Custodial Service	67
Secretarial and Teacher's Aide Services	68
Fire Drills	69
Fire Evacuation Plan	71
Tornado Drills	72
Requisitions	73

PART I OVERVIEW

A. INTRODUCTION

Any endeavor which involves a great number of people requires a moderate amount of regimentation or at least a number of reasonable rules, regulations, and guidelines to insure the success of the operation.

The purpose of this handbook is to put in writing some rules and regulations to guide our activities as we fulfill our responsibilities as teachers. It is important that all of us abide by the regulations pertaining to teachers and enforce those rules that regulate student conduct or activity.

Total or partial disregard to any of the following items could result in the breakdown of school morale. A cooperative attitude must be maintained by all school personnel to insure a successful and enjoyable working relationship.

B. RESPONSIBILITY AND TASK OF SCHOOL

It is the responsibility of the school to provide a stimulating environment and learning experiences designed to promote behavioral development that will effect continuing satisfactory adjustments to life for all children enrolled in the schools.

The task of education is the guidance of the total growth and development of young people so that they will become competent, adjusted, social minded citizens. The task includes the development of a willingness in young people to concern themselves with the common welfare of all men, not just themselves. The task also includes providing a group of emerging adults who will be more intelligent than the adults whom they will replace.

In this school district the community has provided the necessary facilities, supplies and equipment to carry out the previously mentioned tasks. We, as teachers and educators, are probably the most important single factor to complete these tasks.

C. PHILOSOPHY

Educators should realize that children have particular needs and interests that must be met and developed. Sometimes these needs may or may not be apparent. It is our job to determine these needs by studying all the information available about each child and then planning individualized experiences within his ability to perform, so that he can feel reasonably confident of doing them. Perhaps perfection cannot be reached in each case but certainly there can be some growth, which is the important thing. To accomplish this is going to require expert planning and a great amount of work on your part as teachers.

We can help a child develop by paying attention to his ideas, however different they may be. Respect his efforts, no matter how rough or unfinished. Help him to test out ideas and to be tolerant of new ideas. Don't force him into a thinking pattern, give him freedom. Help him get along with others, but don't teach him to suppress his individuality in order to conform. Let children profit from having made mistakes, but not to fear making a mistake. Let each answer provide another question.

We must emphasize the need to give young children a stable and beautiful environment in which to grow, an environment which will promote physical and mental health rather than compound the tensions and stresses of our culture. Basic personal security insures the utmost in productivity; this the elementary school must provide.

PART II STAFF RESPONSIBILITIES AND REGULATIONS

A. LENGTH OF SCHOOL DAY

The minimum time teachers are to be on duty in their classrooms or performing duties related to the operation of the school is from 8:30 A.M. to 4:00 P.M. The times from 8:30 to 9:00 A.M. and 3:30 to 4:00 P.M. are considered to be preparation periods. Permission to leave the building before 4:00 must be secured from the principal.

B. GENERAL SUPERVISION

1. It is the responsibility of every faculty member to contribute toward supervision of the students at all times throughout the school day. Staff members should feel it their responsibility for supervising that area in the vicinity of their rooms. In the event a teacher comes upon a situation or is aware of a circumstance that needs correction, it is their duty to take care of it.
2. If any teacher is not satisfied with results of their efforts to secure cooperation from the students, report the mis-conduct to the principal.
3. Schedules of teachers to specific supervisory duties will be prepared and posted by the principal.
4. Duty schedules will be posted and included within this booklet.

C. PLAYGROUND SUPERVISION

1. Teachers assigned to supervise playground activity

should report for duty on time as scheduled. This duty should not be taken lightly. The play areas and special apparatus must be patrolled constantly. This is especially important in light of the new Tort Law.

2. As a general rule, rough play or any type is not allowed. This includes wrestling, bump cars, soldier, horse, tackle football, throwing snowballs, or any other activity of this nature.
3. Listed below are several rules to serve as guidelines.
 - a. Children are not to leave the playground unless special permission is granted by the teacher on duty.
 - b. Children should stay in their designated play areas. They are not to play in the roadway or parking area.
 - c. Children should be warned about breaking into other groups and interrupting play.
 - d. Fighting or use of foul or obscene language should not be tolerated. Action should be taken at once to prevent fighting.
 - e. Small groups of children who are wandering aimlessly about should be encouraged to get into a game or activity.
 - f. Any attempt to deface or destroy playground equipment should be reported to the office.
 - g. Any hazardous condition should be reported to the office so action can be taken to correct it.
 - h. Children should pass quietly to and from the building for recess. It is the responsibility of the playground teacher to make certain that all children are lined up quietly before coming into the building.

- i. Teacher's not on duty should accompany their own group part way to the exit and meet them when they return to the building to resume class.

D. CAFETERIA SUPERVISION

1. All teachers must assume responsibility to insure proper behavior in the lunch room, either through the regular duty schedule or by discussion in the classroom of the rules and regulations that pertain to procedures in the cafeteria.
2. The following general rules may be used as guidelines in supervising students during the lunch period.
 - a. All students who eat lunch must go to the cafeteria, regardless of whether they bring their lunch or eat hot lunch.
 - b. All students will remain seated until dismissed by the supervising teacher.
 - c. Students bringing their lunch may purchase milk, but they must remain in the regular line until seated at a table.
 - d. While in the cafeteria, noise and confusion must be kept to a minimum. Well modulated conversation will be permitted with pupils sitting next to each other or across from each other.
 - e. Exchanging or passing food will not be permitted.
 - f. Encourage children to eat, but do not force them to eat.
 - g. Children should be allowed as much time as is necessary to eat their lunch, as long as they are spending their time eating.
 - h. The pupils of teachers assigned playground or cafeteria supervision will eat first.

- i. Teachers are to escort their class to the cafeteria and remain with them until they are seated at tables. Then the teachers may take their lunch to the lounge.
- j. First grade students will go to the cafeteria at 11:25 A.M. followed by grades two and three. Fourth and fifth grade students will proceed to the cafeteria at 11:50. Teachers should work out a staggered schedule so that the line does not become excessively long and so that the same room within a grade level does not always eat last.
- k. Students should spend 15 to 20 minutes eating their lunch. Approximate dismissal times are as follows: first and second grades at 11:40, third grade at 12:00 and intermediate starting at 12:15.

F. TEACHERS' LOUNGE

1. The lounge is for the use and benefit of the teachers and personnel of Hoover School. All teachers are expected to be good housekeepers by helping to keep the room attractive and liveable. Articles of clothing and personal belongings should not be left in the lounge.
2. Teachers using the lounge in the morning should be out not later than 8:25 A.M. as to be in their rooms when children start arriving at 8:30. The lounge should not be used prior to 3:45 P.M.
3. A weekly schedule for lounge clean-up has been established. However, each individual should assume responsibility for keeping things ship-shape.
4. Suggestions for the lounge clean-up:
 - a. 8:20-make coffee if not already made.

- b. Bring newspapers for emptying coffee grounds.
- c. Wash coffee maker.
- d. Wash ash trays.
- e. Wipe tables, ledges, stove, sink and drainboard.
- f. Dispose of items which clutter the room; empty coffee cans, papers, old plastic containers, etc.
- g. Wash chalkboard when needed.
- h. When on duty, wash dish towels at home.
- i. Defrost and clear out refrigerator on Fridays.
- j. Keep bulletin board and display rack attractive.

It will help if all teachers would:

- 1. Take personal items to your room.
- 2. Remember to take lunch sacks, plastic containers, etc. home each night.
- 3. Food should not be left in the refrigerator over the weekend. (This will help the person who is defrosting the refrigerator.)
- 4. After drinking pop, take IQ test. (Put round bottle in square hole.)

G. TEACHER ABSENCE

- 1. Teachers who cannot report for duty must call code-a-phone prior to 7:00 A.M. In the event a teacher cannot teach the following day, she should notify the school by 3:00 P.M. If calls are made within these time schedules, a desirable and competent substitute teacher may be obtained.
- 2. Sick leave policy, established by the Educational Resources Services Center will be strictly adhered to in evaluating teacher absence.

H. SUBSTITUTE TEACHERS

1. The length of the school day for substitute teachers is the same as for regular teachers, 8:30 A.M. to 4:00 P.M. They are expected to assume any duty which may have been assigned to the teacher for whom they are substituting.
2. Substitute teachers should write a resume of the day's activities listing any unusual or notable occurrences that may have occurred during the school day.
3. They must complete the substitute teacher's form before leaving for the day.

I. INFORMATION FOR SUBSTITUTE TEACHERS

We would like to make your stay with us as pleasant and profitable as possible for both you and the children you will be teaching. You will find the teachers at Hoover very cooperative and willing to help you. The children at Hoover are well behaved and should not prove to be a problem.

Listed below are the guidelines for you to follow while teaching at Hoover:

1. You are to have all of the authority of the regular teacher.
2. The working day for a substitute is the same as for regular staff members-8:30 A.M. to 4:00 P.M.
3. Please proceed with the teacher's program assignment for the day. You will find in the teacher's desk seating charts, plan book, class record book, absence forms, and etc.

4. If you need help finding information regarding classwork, materials, or duty schedules, ask the principal or the teacher designated to help you.
5. The regular teacher will be pleased to have you leave a statement regarding your day with her group. Leave this in the teacher's mail box.
6. You are required to complete the "Substitute Teacher Form" provided by the office. Leave this form with the secretary.
7. Before leaving the building, inquire of the principal or the secretary whether your services will be required the next day.
8. We consider you a guest as well as an employee while in the building and expect that you should be treated as such. Should the unexpected occur, all staff members are ready to give you any assistance necessary.

J. P.T.C. MEETINGS

1. Attendance at P.T.C. meetings is required of all teachers.
2. The P.T.C. can and does perform many useful functions of a service nature for the school. In view of this, we should cooperate with them in any manner possible.
3. Membership in P.T.C. is not mandatory, but it would be desirable for all teachers to join the P.T.C. organization.

K. TEACHER'S MEETINGS

1. Announcements of teacher's meetings will be posted on the chalkboard in the lounge.
2. An effort will be made to keep meetings to not more than one hour in length.

L. MAIL BOX

1. Teachers mail boxes located under the counter top in the office should be checked daily, in the morning and afternoon after recesses.
2. Do not allow items to collect in the boxes.

PART IV CLASSROOM ORGANIZATION

A. GENERAL

1. A classroom that is well organized and operated in a business-like manner tends to help children form a favorable impression of a teacher.
2. The first few minutes of a class period, like the first few days of the school year, are all important in aiding a student to form positive attitudes toward the school and you as a teacher.
3. Children are quick to detect a teacher that is poorly prepared, one that is bluffing, and one that doesn't know the answer, or one that will not enforce the rules. Teachers to be successful must be firm, fair, understanding, alert, and possess foresight. Be friendly, toward your students, but do not try to be a pal and/or buddy with them.

B. CUMULATIVE FOLDERS

1. The secretary and teacher aide are delegated to update the cumulative folders periodically. The folders are kept in the office.
2. When not in the office, the cumulative folders should be stored in the top drawer of the room filing cabinets.
3. Information within the folder must be kept up-to-date at all times. Test results and other information about the child should be properly recorded or placed in the folder promptly.

4. The contents of student folders are considered confidential and should not be discussed with or revealed to unauthorized persons.
5. Cumulative folders are not to be removed from the building.

C. PLAN BOOKS AND GRADE BOOKS

1. Plan books building policy handbook and grade record books should be easily accessible. Any of these books may be taken from the building overnight, but it is the teacher's responsibility to see that they are returned by 8:30 the next morning in case a substitute is required to use them.
2. Up-dated seating charts and duty schedules should be kept in the front of the plan book at all times.
3. Information in the grade book is for teacher use only. Grades may be divulged to a student or his parents about his progress, but students should not be allowed to see other students' grades.
4. It is the principal's responsibility to make periodic inspections of the plan books and grade books. When necessary, constructive suggestions for improvement will be reviewed with the teacher.
5. The following list of texts should be kept in the room filing cabinet.

Syllabi and Guidebooks for Elementary

Kindergarten Guidebook
Kindergarten Units

Primary Syllabus
 Independent Activities
 Creative Writing
 Spelling Guidebook Grade 2
 Spelling Guidebook Grade 3
 Physical Education Guidebook for Grade 1, 2, 3
 Mathematics and Science Grade 1 and 2

Intermediate

Language Arts Guidebook
 Skill Building Drills for Intermediate Grades
 and Box of Cards
 "Our City as a Part of the Larger Community"-
 Social Studies Grade 3
 Regional Studies in the United States - Grade 4
 The Origin and Development of the United States-
 Grade 5
 The Earth and Man; the Water World-Grade 6

Thematic Units for Cavalcades

Round Earth and Open Sky
 This World of Men
 Dream of Freedom

D. REPORTING AND RECORDING ATTENDANCE

1. An accurate record of each child's attendance will be kept in the office. It would be advisable for each teacher to keep a record in the regular class record book for reporting attendance on proper forms at semester time.
2. Attendance should be checked in pencil at the beginning of the morning and afternoon sessions and will be picked up each day by 1:00 P.M. Kindergarten teachers will send their own attendance to the office.
3. Insist that each child bring a note from his parent, stating the reason for his absence from school,

unless the parent has reported the cause of absence to the office.

4. Cases of excessive absence or those where a communicable disease is involved should be reported to the office for investigation.

E. HOMEWORK

1. Listed are some types of homework activities which are appropriate to the implementation of school district policy:
 - a. Taking home creative work.
 - b. Taking home a completed pre-primer to read to parents.
 - c. Participating in home and community safety programs.
 - d. Using individual arithmetic or sight work flash cards and other visual and instructional aids.
 - e. Collecting materials for science, social studies and other classes and activities.
 - f. Making observations of people, places, and things related to class work.
 - g. Viewing and listening to recommended television and radio programs for subsequent discussion in class.
 - h. Gathering news and other current information from newspapers and other sources.

F. ROOM APPEARANCE

1. The lighting, ventilation, temperature, and appearance of a classroom are important factors in maintaining an atmosphere conducive to a good learning situation. It is each teacher's responsibility to provide an attractive room for her classes.

2. Before leaving the building at night, teachers should close the windows, extinguish the lights, and arrange the book shelves, display tables, counter tops, top of file cabinet, and teacher's desk in a neat and orderly manner.
3. At the end of the year the teacher is responsible for checking, packing, storing or disposing of all equipment in the room regardless of how or where the equipment will be used the next year.

G. ACCOUNTING OF MONEY RECEIVED

1. Teachers should keep accurate records of money received from students from the fee charged for workbooks. Teachers are held accountable for workbooks issued to them. Money collected should be handed to the office in a lump sum.

H. KEEPING CHILDREN AFTER SCHOOL

1. Pupils may be kept after school, not to exceed 30 minutes. Every child must be out of the building by 4:00 o'clock.
2. The parents of children who ride buses must be notified before keeping them after school.

I. CLASSROOM MONITORS

1. During the period of time 11:45 to 12:10, sixth grade students may be used to monitor the 1st, 2nd and 3rd grade rooms, prior to the children going to the playground. The success of this program will

depend as to how well the children are instructed regarding behavior while the monitors are in the room.

2. The monitors work under the direction and supervision of the teacher, who should make regular checks to make sure that adequate control is maintained and that the desired outcomes of the planned work is being attained.
3. Under no circumstances are monitors to discipline children--this is the responsibility of the teacher.

J. REPORTING TO PARENTS

1. Kindergarten and Primary progress reports are sent home at the end of each semester. A parent-teacher conference is held at the end of the first and third quarters, at which time the student's progress is discussed with the parent and a copy of the conference check sheet and/or kindergarten report card is given to the parent. In the event a conference has not been held, a copy of the conference is sent home with the child. (Suggested phrases are in loose leaf section.)
2. Intermediate Pupil Reports are sent home at the end of each quarter. Efforts are made to schedule a parent-teacher conference at the end of the first and third quarters at which time the individual pupil's progress is discussed with the parent and a copy of the conference check sheet is given to the parent.

3. Copies of the primary reports should be sent to the principal's office before recording on the progress report that is sent home. Each copy should be typewritten or written in ink on ruled paper. Star those reports to which the principal should pay particular attention.
4. Copies of the intermediate grade reports should be turned into the office before grades are recorded. Forms for this will be provided by the office.
5. Teachers should notify parents at the end of the fourth week of each quarter if a child is doing unsatisfactory work. This should be done through a letter from the principal's office requesting a teacher-parent conference.

K. READING WORKBOOKS AND TESTS

1. The workbooks and tests which accompany the basal reading series are stored in the office and must be secured from the secretary.
2. Teachers are held accountable for the workbooks issued to them.
3. Reading tests are not to be checked out before the day they are to be administered.
4. Three copies are to be made of the test results and handed in to the principal before proceeding on to the next reading level.

L. GENERAL SUPPLIES

1. General supplies for classroom use are located in three storerooms in the building.
2. Please be ultra-conservative in the use of the supplies. The present stock is our allotment for the year.

M. TRANSFER PROCEDURE

1. Teachers are to complete the transfer card (obtained from the office) using ink, from Hoover School. Be certain the information is accurate.
2. The white card is given to the child to present to his next school and the carbon card is sent to the office. Both cards must be signed by the principal.
3. The cumulative folder should be brought to the office so it can be sent to the next school. Be sure it is up-to-date.
4. The following items prepared by the homeroom teacher are sent with the child the day he leaves:
 - a. One transfer card.
 - b. Report card--if he has completed four weeks of school.
 - c. Think and Do workbook--reading and number book if he has been issued one.
 - d. All personal supplies.

N. AUDIO VISUAL

1. The stage is used for audio-visual activities that require a darkened area to be effective.

2. A film strip projector, opaque projector, and 16 mm projector are located on the stage. Also available in the store rooms or some classrooms are record players and tape recorders. Records are in the storeroom next to the showcase.
 3. A sign-up sheet for the use of the stage is posted in the lounge on the bulletin board.
 4. The school district maintains an excellent supply of audio-visual materials and devices at the Teaching Resource Center located in the (ERSC) and Area Ten Media Center located at Third Street and 2nd Avenue S.E. Teachers are encouraged to use these services.
0. DISCIPLINE
1. Effective school group control is dependent upon the cooperation and consistent efforts of the entire staff. Children need to know their restrictions and to show respect for all teachers and other school personnel, not just their homeroom teacher.
 2. They will not show this respect if they are not taught that school will be enforced by all members of the staff regardless of homeroom assignment.
 3. The negligence of just one teacher to enforce policy at all times or permit an ultra permissive atmosphere in her class cannot help but spill over into the halls, cafeteria, and playgrounds, thereby making the job more difficult for the rest of the staff.

4. There can be little or no learning, effective discipline or group control.
5. In all cases make sure you are right, that the individual is wrong, then make out a just punishment.
6. Teachers should not use corporal punishment, but the use of force to restrain a child who is violent or threatening violence is permissible.
7. Chronic offenders and cases of clear, unjustifiable insubordination should be referred to the office with a written statement relating the facts of the case.
8. Report to the office all major discipline cases and action taken.
9. Teachers have full responsibility for discipline in her classroom. Be reasonable and fair but firm.
10. Prepare good plans and activities that will provide situations that avoid the possibility of children misbehaving. A busy child will not become a discipline case.
11. Remember that poor discipline is most obvious to visitors, parents, administrators, fellow teachers and even the children themselves. Use all of your foresight and ingenuity to prevent the frustrating experience of poor discipline.

P. PUPIL CONDUCT

1. Children are not allowed to chew gum or eat candy during school hours.
2. Loud talk or boisterous conduct is not to be permitted at any time.
3. Children should not be in corridors without a definite purpose for being there.
4. Children are to walk at all times when moving about the room or corridors.
5. Teachers are to be addressed as Miss, Mrs., or Mr.--no exceptions.
6. Students are expected to be polite and courteous at all times. Teachers should teach these traits constantly as well as bring good examples.
7. Parents of students who misuse or abuse school property will be required to reimburse the school for the cost of replacing or repairing the item damaged.
8. Allow ample opportunity for children to demonstrate their desire and ability to behave as responsible school citizens. However, do not hesitate to correct those who fail in this respect.

Q. USE OF RESTROOMS

1. Teachers should accompany their groups to the restroom at break time. Do not hesitate to go into the restroom if the occasion demands.

2. Teach proper behavior regarding paper disposal, splashing water, flushing toilets, pushing, noise, etc.
3. Do not permit students to loiter in the restrooms at any time.
4. Discourage children from going to the restrooms at times other than breaks.

R. TEXTBOOKS AND LIBRARY BOOKS--OTHER THAN READING

1. Teachers are responsible for all books included in their room inventory. The inventory should be checked against the file card at the end of each year.
2. Teachers may use their judgment as to whether or not it is necessary for a child to take a textbook home. If permission is granted, make certain the book is returned the next morning.
3. School library books may be taken home, but a record of such books should be kept.

S. READING TEXTBOOKS, MATERIALS, AND PROGRAM

1. Primary teachers be sure to check reading program records to determine where each reading group should begin.
2. Collect reading textbooks at the end of each reading period.
3. Follow primary syllabus and reading manuals closely.
4. Basic texts do not go home unless the text has been completed.

5. Plan ahead to be sure books are on hand when you complete a level. Allow at least two weeks.
6. Reading tests should be checked at least one week in advance to be sure they are in stock.
7. Three copies of test results are to be made, one for the consultant, one for the principal, and one for the teacher's use. See the sample copy in the Supplementary Handbook.
8. Do not go into another reading level without discussion with the principal.
9. Be aware of and use as many as possible suggested activities in the Teachers' Manual and Primary Syllabus. If you encounter trouble, ask for help.
10. Check with another teacher at your grade level at intervals to see that you are pacing yourself adequately.

T. BULLETIN BOARDS AND DISPLAYS

1. Hoover School has a tremendous reputation as a school with teachers capable of producing outstanding bulletin boards and room displays. However, we should not relax in our efforts to improve.
2. Bulletin boards and displays are important teaching devices and do much to enhance the atmosphere of a classroom.
3. Children should be allowed and encouraged to contribute to the planning and construction of bulletin

boards. The teachers should give guidance and directions as needed.

4. Each teacher will be responsible for working with one or two others to prepare a showcase display during one month of the year. Suggestion:...consult the art teacher and other members of the faculty for any current topics or materials to be displayed.

PART V GENERAL REGULATIONS

A. RELEASING CHILDREN

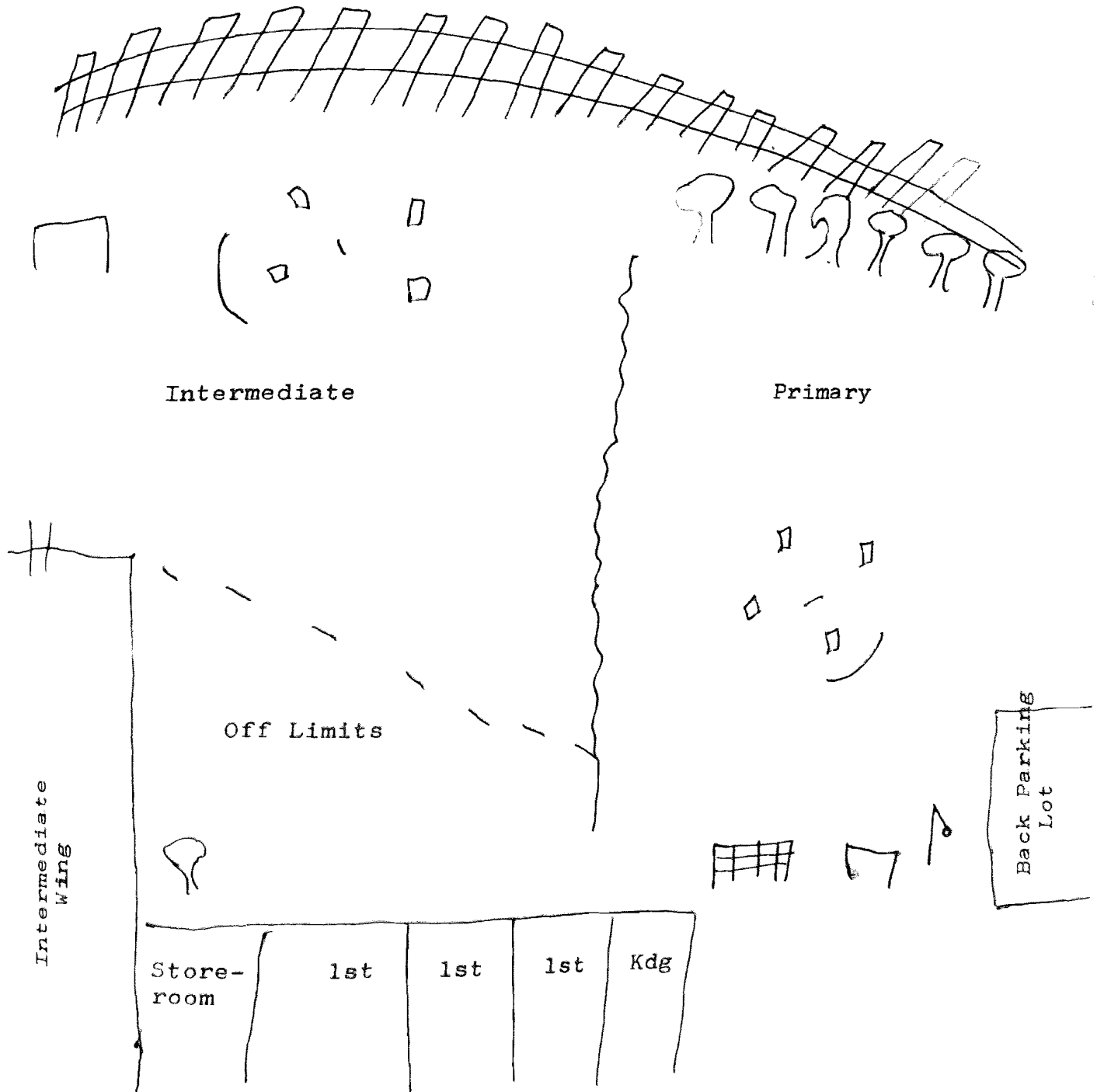
1. Children are not to be released to any person, who is a stranger to you, without the principal's consent, unless it can be clearly established that the child knows the person well and would be in safe hands.
2. A child should never be sent home or on an errand requiring him to leave the school premises without notifying the office.

B. DISMISSAL OF CHILDREN

1. The children are to put their room and desks in order before each dismissal. A short period of time just before the bell can be used for a general clean-up and desk arrangement.
2. Teachers should insist that children leave the school premises and go directly home after the regular dismissal both at noon and at night.
3. Whenever children are to be dismissed early in the afternoon because of conference or teacher's meetings, they should be well briefed and instructed to tell their parents the day before.
4. Be certain the bus students are dismissed on time so that they do not miss them.

C. PLAYGROUND AND APPARATUS

1. Horizontal ladder: Children should cross only from one end at a time. On the Primary, from east to west and on the Intermediate, from north to south.
2. Jungle Gym: Limit the number of children to approximately twenty. Tag games should not be permitted at any time.
3. Baseball Diamonds: The Primary diamond is used by the Primary, and the Intermediate diamond is used by the Intermediate grades.
4. See the following diagram for playground boundaries. Be familiar with and discuss with your students.



D. ILLNESS OR ACCIDENTS TO CHILDREN

1. All accidents occurring on the playground or in the classroom should be reported to the nurse or office immediately.
2. In either case, an accident form should be completed and turned into the office as soon as details are known.
3. Extreme care should be exercised in cases of head injuries or where the possibility of a broken bone exists.
4. Minor scratches, cuts, or abrasions should be referred to the nurse if she is in the building. If the nurse is not there, send the child to the office.
5. In the event a child wishes to go home because of illness and the nurse is not in the building, it will be up to the office secretary to determine the seriousness of the illness.
6. If it is felt that the child should go home, the office secretary will call the child's parents.

E. EFFECTS OF WEATHER ON PLAYGROUND ACTIVITY

1. Children will be allowed outside anytime when the temperature is 10 above zero or higher. However, there may be days when a strong wind is blowing, that 10 is too cold. Also, there may be days when the temperature is lower than 10 and it may be desirable to have a short break.

2. Children will be kept inside when the playground is too wet, it is raining or snowing excessively.
3. It is the principal's responsibility to make the decision if children are to be kept inside. If an announcement has not been made, inquire at the office if there is doubt in your mind about the desirability of outside play. If an announcement has not been made, an orange ball will be hung in the center corridor indicating that there will be indoor recess.
4. Each teacher is responsible for her own group if it is necessary to have indoor recess. Children are to remain in their own room working on something constructive or a quiet game planned by the teacher. A restroom break should be provided.
5. During the noon hour on days when children cannot go outside, teachers should be back in their rooms as follows: Primary at 12:10; Intermediate and Third Grade at 12:20.

F. CUSTODIAL SERVICE

1. All requests for extra custodial service should be channeled through the principal's office.
2. Complaints about poor custodial practices or improper cleaning should be reported to the principal.

3. Please remember that the custodians perform a valuable service for the school. Their responsibilities are great and they are eager and willing to assist you.
4. We can make their job easier by establishing a routine using the children to tidy the room at dismissal time each day.

G. SECRETARIAL AND TEACHER'S AIDE SERVICES

1. The work of the elementary school secretary is directed and supervised by the principal.
2. For the most part, the teacher's aide will provide typing service for teachers.
3. The teacher's aide will operate the ditto and thermo-fax machines for teachers. Please give her ample time to work this service into her busy schedule.
4. A primary typewriter is located in the principal's office and is reserved for teacher use.
5. See suggested list of ways the teacher's aide may be of service:

Classroom Duties

- a. correct papers
- b. help children with reading and arithmetic under teacher's guidance
- c. help decorate bulletin boards and showcase
- d. read stories and play games
- e. mix paints and fill paste jars
- f. occasionally correct some workbooks
- g. work with flash cards
- h. supervise milk and rest period in kindergarten
- i. make charts or posters.

- j. correct tests
- k. cut paper
- l. supervise during teacher's break
- m. prepare master copies for worksheets
- n. record graded papers in classbook
- o. assist teacher with special class under teacher's direction
- p. file phonograph records
- q. run errands within the building
- r. help teacher with book work, filing, etc.
- s. repair books
- t. set up equipment for experiments
- u. cut out letters
- v. pin notes on childrens clothing
- w. help clean up after art work
- x. staple booklets together
- y. write out field trip slips and go on trips
- z. order audio visual materials under teacher's direction
- aa. help with art projects
- bb. set up movies
- cc. find pictures, illustrate letter sounds
- dd. make overhead transparencies

Workroom Duties

- a. type dittos and run duplicating machine
- b. type seating charts, schedules, letters to parents, etc.
- c. mimeograph and thermofax
- d. assemble and staple materials
- e. telephone and write letters for teachers
- f. put orders away
- g. file

Library Duties

- a. catalogue and file
- b. type
- c. get books
- d. mend and cover new books
- e. check for proper cards in books
- f. check in new books--stamp them

H. FIRE DRILLS

1. Fire drills will be held twice a month.
2. Teachers will be notified of the first fire drill, but subsequent ones will be unannounced.

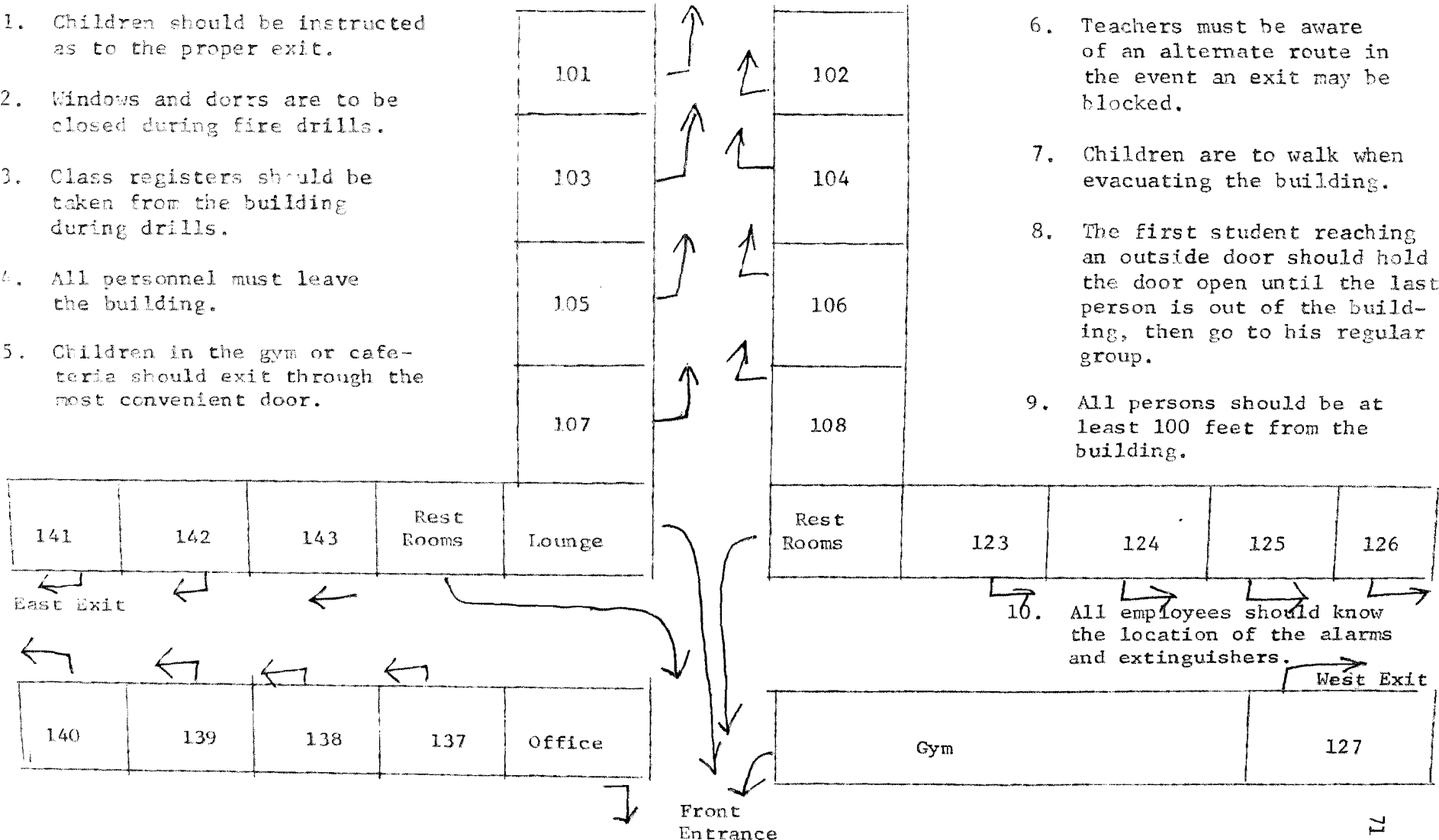
3. Teachers should spend an adequate amount of time discussing with the children the procedure to follow a fire drill.
4. Windows and doors in each room should be closed before leaving the building.
5. Teachers should always take their class list with them when leaving the building as a means of checking attendance in a real emergency.
6. See insert for plan as to where to go during a fire drill.

FIRE EVACUATION PLAN

Instructions

1. Children should be instructed as to the proper exit.
2. Windows and doors are to be closed during fire drills.
3. Class registers should be taken from the building during drills.
4. All personnel must leave the building.
5. Children in the gym or cafeteria should exit through the most convenient door.

6. Teachers must be aware of an alternate route in the event an exit may be blocked.
7. Children are to walk when evacuating the building.
8. The first student reaching an outside door should hold the door open until the last person is out of the building, then go to his regular group.
9. All persons should be at least 100 feet from the building.



I. TORNADO DRILLS

Civil Defense and school district regulations require that each school establish a plan to provide for the safety of the children in the event of a threatened disaster from a tornado, severe storm, or other cause.

It has been proved many times that a few precautionary steps could have saved numerous lives and injuries where a tornado has unfortunately struck a school or other public building.

The guidelines listed below are to be followed to implement such a plan for the Hoover Elementary School.

1. Intermittent ringing of the corridor bell will signal a storm warning either actual or a simulated drill.
2. At the sound of the alert, children are to proceed to the place designated for their group as quickly, quietly and orderly as possible.
3. Upon reaching the designated place, the children should sit on the floor with their hands and arms over the back of their neck. Children assigned to the cafeteria will use both the floor and chairs. In so far as possible, the girls should sit in the chairs.
4. Children in Room's 125, 126, 127 will go to the custodian's room using the left side of the stairway to that area.
5. Children in Room's 123 and 124 will go to the kitchen using the right side of the stairway to that area.
6. Children in Room's 137, 138, 139 and 140 will go to the stage using the right side of the stairway to the cafeteria.
7. Children in Room's 141, 142 and 143 will go to the cafeteria using number 4 and 5 rows of tables and the aisle between.

8. Children in Room's 101, 103, 105 and 107 go to the cafeteria using the left-center portion of the steps. They are to use the second and third rows of tables and the 2nd, 3rd, and 4th aisles.
9. Children in Room's 102, 104, 106 and 108 are to go to the cafeteria, using the left side of the stairway. They are to use the 1st row of tables and the remaining aisle space.
10. If a group not assigned to the stage happens to be viewing a movie, they should scramble off the stage and utilize the area right front of the stage. Other groups can compensate as they reach the cafeteria.
11. Any overflow of children will be seated on the steps to the cafeteria. (Reference to table row numbers is according to the dismissal procedure from lunch.)
12. Since there is usually adequate warning of an approaching tornado, time is not a vital factor in going to the assigned station.

J. REQUISITIONS

1. All requests for supplies and equipment should be in writing and submitted to the principal.
2. Items not in the budget approved by the Educational Resource Services Center will be extremely difficult to secure. However, some emergency items may be provided by trading with other buildings or securing from the consultants.

Hoover School
4141 Johnson Ave. NW
Cedar Rapids, Iowa
May 5, 1970

Dear Sir:

I am a teacher at Hoover Elementary School, Cedar Rapids, Iowa, and I am engaged in conducting a survey and research on elementary school handbooks which is to be my field report in meeting the requirement for a masters degree from Drake University.

I would appreciate your help and comments by checking the suitable answers in this questionnaire. Add any other comments you would like.

If you would like the results of the questionnaire, please indicate. YES _____ NO _____.

I would like to have the questionnaire sent back to me in the enclosed self-addressed stamped envelope by May 26, 1970.

Sincerely,

Mrs. Sue Halberstadt

Hoover School
4141 Johnson Ave. NW
Cedar Rapids, Iowa
May 5, 1970

Dear Sir:

I am an elementary teacher at Hoover School in the Cedar Rapids Community School District.

As I am engaged in writing a field report for my masters degree at Drake University, I find I need to examine some handbooks from other elementary schools to help me compile a handbook for Hoover School.

If you have a handbook that would be suitable for use by new teachers in a system, would you please mail me a copy by C.O.D. post?

Enclosed please find a stamped self-addressed envelope for your reply. Thank you for your attention and time in this matter.

Respectfully yours,

Mrs. Sue Halberstadt

BUILDING POLICY AND GUIDELINES QUESTIONNAIRE

Complete this questionnaire in as much detail as circumstances permit.

Name of School: _____

Name of School District: _____

School enrollment: _____

1. Was the handbook compiled by the teachers _____ or administrators _____?
2. Is the handbook revised every month _____, year _____, or every few years _____?
3. Is the handbook for elementary _____ or general _____?
4. Is the handbook for the district _____ or the building _____?

HANDBOOK COMPONENTS

RESPONSIBILITY:

1. Is it the teacher's responsibility _____ or the building administrator's responsibility _____ to take charge and/or update the cumulative folders?
2. Do the teachers _____ or the building administrator _____ take charge of the plan books and grade books?
3. Is it the teacher's _____ or building administrator's responsibility _____ to report to parents about their child's progress?
4. Is it the teacher's _____ or building administrator's responsibility _____ to see that proper discipline is enforced?

5. In reporting and recording attendance, is it the teacher's _____ or the building administrator's _____ responsibility?
6. In obtaining substitute teachers, is it the district's _____ or the building administrator's _____ responsibility?
7. Is it the teacher's _____ or the building administrator's _____ responsibility to have certain information available for the substitute teachers?
8. Is it the teacher's _____ or the building administrator's _____ responsibility to inform parents of illness or accidents to children?
9. Is it the teacher's _____ or the building administrator's _____ responsibility to take charge of the secretarial and teacher's aide services?
10. Is it the teacher's _____ or the building administrator's _____ responsibility for the fire evacuation plan?
11. Is it the teacher's _____ or the building administrator's _____ responsibility for tornado drills?
12. As to the effects of weather on playground activity, is it the teacher's _____ or the building administrator's _____ responsibility?
13. Is it the teacher's _____ or the building administrator's _____ responsibility to be in charge of para-professionals?
14. Is it the teacher's _____ or the building administrator's _____ responsibility to be in charge of aides?
15. Is it the teacher's _____ or the building administrator's _____ responsibility to be in charge of mini-teachers?

16. Is it the teacher's _____ or the building administrator's _____ responsibility to be in charge of the Joint County services?

Are the following contents contained within your handbook?

1. Is there any mention of length of school day? Yes No Desirable? _____
2. Is there any mention of general supervision? Yes No Desirable? _____
3. Is there any mention of teacher's absence? Yes No Desirable? _____
4. Is there any mention of teacher's meetings? Yes No Desirable? _____
5. Is there any mention for accounting of money received? Yes No Desirable? _____
6. Is there any mention of homework for students? Yes No Desirable? _____
7. Is there any mention of classroom monitors? (an upper elementary student who helps during the noon hour) Yes No Desirable? _____
8. Is there any mention of textbooks and library books for specific grades? Yes No Desirable? _____
9. Is there any mention of dismissal of children? Yes No Desirable? _____

List other responsibilities and tasks within the handbook:

List other requirements or information of assistance: _____

Your evaluation of your handbook: excellent____ good____
fair_____

Does this questionnaire fairly represent your present school
handbook? Yes No